

Faculty Retreat

September 8, 2006

REPORT OF PROCEEDINGS

WELCOME, INTRODUCTORY REMARKS

Karl Havens, Ph.D., Chair of the UF Department of Fisheries and Aquatic Sciences, welcomed everyone and thanked them for all their hard work in assisting in developing the Department by creating a new Center for Excellence within the Department. He explained that it is necessary to both look forward and back in order to work on advancing the Department.

He encouraged everyone to let go and put all their attention on the day's work; keeping other work outside. He asked the participants not to let issues currently affecting the Department have a constraining effect on where they go today. He told everyone to "Think big and don't get bogged down, and think globally, not just Florida. Have fun!"

Dr. Havens then introduced and turned the meeting over to the Facilitator Janice Fleischer. (www.flashresolutions.com).

AGENDA REVIEW, MEETING GUIDELINES, PARTICIPANT/FACILITATOR ROLES

Ms Fleischer reviewed the day's Agenda (**Exhibit A**), the Meeting Guidelines (**Exhibit B**), Facilitator and Participant responsibilities and roles (**Exhibits C & D**) and the concept of the Idea Parking Lot (blank flipchart for participants to write anything they would like discussed at a future time not covered during the meeting).

She explained that the goal for the day was to gather enough input from the participants to begin the drafting process for a strategic plan for a Center of Excellence for the Department.

She then turned the meeting back to Dr. Havens for a short overview.

CENTER FOR EXCELLENCE RECAP

Dr. Havens presented a recap of the work the participants had previously accomplished which brought them to this day. In summing up, he directed participants to a slide which attempted to capture the progress and results of that work (**Exhibit E**).

ISSUE GENERATION

Following Dr. Haven's recap, Ms. Fleischer rearranged the Agenda to better ensure a natural flow to the work of the day. She moved the "Issue" generation exercise up prior to discussing Goal Statements. Ms. Fleischer explained that, in order for a group that is working on developing a strategic plan to best understand their needs and solutions, it was necessary to generate a list of all issues affecting the Department in connection with the formation of the Center for Excellence.

She directed participants to the Definitions page in their packets for a definition of an "issue" (Exhibit F). It was explained that the group should concentrate on only those issues surrounding the formation of the Center, not the issues of the Department as a whole (although it was acknowledged that many issues may be relevant to both). She gave each participant a post it note pad and instructed everyone to work individually at this time. They were told to write all the issues they could brainstorm on the post its, one idea per post it. Ms. Fleischer gathered these notes as they were written and posted them at the front of the room on foam boards.

When the group seemed like they were reaching a conclusion to their individual brainstorming, Ms. Fleischer encouraged the participants to bring their pens and post its to the front of the room, read the notes already posted to see if other issues came to mind when reading the work of their colleagues.

At the conclusion, all participants were instructed to put the issues into "affinity" groupings. Ms. Fleischer explained that the groupings would eventually become the "Goal" groups of the Department for the Center.

The results of the groupings and their titles are shown below:

FACILITIES

- Terrible facilities for students
- Facilities
- Space for all faculty staff
- Poor facilities
- Poor student facilities
- Being away from campus
- Situate department on campus/fixed timeline!
- Facilities sharing
- Library and reference access
- Lack of space for expansion of programs: labs at their limits
- Lack of equipment including boats/trucks and lab equipment
- Better aquaculture facility
- Lack of modern facilities
- Facilities are spread out
- Infrastructure
- The facilities
- Off-campus location causes difficulties with collaboration with other departments
- We need to be ON campus
- Boat maintenance
- No GIS lab
- Facilities are inadequate for faculty, student and staff activities
- Limited/shoddy network and internet
- Lack of computer assistance
- Available field equipment

- Proximity to campus
- Teaching space
- No dedicated technology person; we are technology challenged
- Limited integration with campus
- Need for core laboratory facilities
- (small) library at FAS department
- Need a cohesive space for the whole department
- Inadequate facilities
 - Lab space-wet
 - Office space
 - Network/wireless capabilities
 - IT support
 - Zero bus service

COMPETENT GRADUATES

- Top notch student recruitment
- Incorporation of graduate students into activities off campus (our current facility)
- Need a department vehicle designated for shuttles to classes and seminars on campus
- All graduate projects must be published and contribute at a broad level
- Need to provide job training skills to graduates (especially work ethics/time management) need more interaction among students and faculty beyond the classroom.
- Need international perspectives (global vs. regional)
- Upside down faculty support senior faculty=more support; junior faculty=less support
- Graduate curriculum need to be revised
- Lack of exposure for faculty and students to national and international issues
- No dollars or mechanism in place that would allow a continual flow of post-doctoral researchers in the department
- Increase soft money opportunities for teaching classes on critical issues
- Terrible facilities
- Scant curriculum available for students
- Training in experimental design for students
- Lack of fellowship among faculty and students
- More post doctoral as refs/mentors for graduate students
- Need a central location on campus to find out to find out about graduate student fellowship travel funding
- Relevant competencies: technology (GPS, GIS, models)
- Reduce number of classes taught/improve relevance, integrating and quality
- Lack of quantitative/modeling classes to produce highly skilled students for agency needs
- Facility and support for graduate students
- Need better way to find out about “student needs/concerns”
- Increase travel funds for graduate students
- Use non-UF faculty on graduate student committees for outside insight
- Increase graduate student assistantship opportunities
- Interests in guest seminar speakers
- Determining job skills, then providing graduate students with these skills
- Distance education for graduate student ; take BS level biologist in agency and have them pursue graduate education while on the job
- Issues: education of students not listed as a critical issue; it is one of our three priorities
- Reductions in statistics consulting for graduate students and faculty
- Increased student benefits
- Can't recruit excellent graduate students with current stipends

- Conflict with other state agencies (i.e. DEP)
- Resources for keeping with technological advances for fisheries research
- University and management agency information/goal sharing
- Reduce number of students to improve quality
- Need our graduate students to be more nationally exposed seen
- Failure to be innovative in teaching and research
- Need to have “coops” within the center (at all levels)
- Assuring qualification of students exiting programs
- Course limitations:
 - Zero interaction with other departments
 - Lack of aquaculture course
 - Increase availability for fisheries credits

UF ADMINISTRATION

- Support of grant processing In Sponsored Programs
- Takes forever for “camps” to bill agencies
- No reward system encouraging truly integrative work that would serve as a model of Center for Excellence activities
- Increases in Indirect Costs
- Top down research administration
- Lack of real support from administration on campus
- Inappropriate reward system
- Deans need to understand importance of Fisheries and Water
- FAS and UF
- Abandon the status quo
- We are reactive no proactive in research, teaching and advisement to stakeholders
- Lack of enthusiasm
- Need to establish representation in groups setting research funding priorities
- Our departments lack of integration with wildlife, zoology, etc on campus
- Lack of positive attitude
- Department communication
- Differentiation with water (other) programs emerging in campus and other institutions
- Little or no interaction between Aquatics/Aquatic Animal Health vs. Sustainable Fisheries/Conservation and management of natural environments

FACULTY

- Recognition of Department by UF Administration
- Need for mixture of Faculty expertise may not “map” well to prioritize stakeholder needs
- Coordinate faculty with diverse backgrounds
- Fill gaps in faculty expertise
- Extend the faculty, broad areas of research, have divisions within the department
- Faculty in more diverse areas→biochemistry, genetics, ecology, etc
- Need more faculty
- Need diversity in faculty
- Fractured faculty

STAFF

- Retention of quality Staff (salary)
- Staff support at Masters level to increase efficient use of faculty time
- Staff support funding
- Lack of IT dedicated support
- Need stable graphics and publishing support

- Limited IT assistance
- Need support staff so we have time to really think
- Establish assistance fund for publication costs
- Lab staff/assistance who help students
- Improved administrative support

INNOVATIVE SOLUTIONS

- Human uses, behaviors activities as they influence critical issues (habitat, toxins)
- Need to be support of collaborations with other centers (i.e. not trying to out compete them)
- Strengthen relations with federal agencies
 - FWC Coop unit
 - National Marine Fisheries Service
 - USFWS
- We need to meet regularly with agencies regarding their priorities
- Stepping on other institutions toes
- Map out how faculty activities interrelate
- Public interactions with support for FAS
- Link communication between public needs and sciences
- Failure of imagination to solve immediate problems and needs
- Having funds to “try” things that may not work out but if they do them the payoff is HUGE
- Lack of comprehensive monitoring programs (including several labs)
- National reputation (lack there of)
- Identify “model” program and have a site visits to see why it works
- Need to eliminate poorly performing or irrelevant programs
- Need to show more relevance to marine stock
- Florida issues first—related to legislative funding
- Need more faculty to travel more to see other ways to operate
- Present situation with staff budget very constraining
- Reward those who are active
- Upper administrative support of collaborating with state agencies
- Competitive salaries for graduate students post docs, faculty
- Finding how does what we do benefit the public?
- Can be difficulty to find faculty working in area of interest on campus because it is so large. Need to have a central clearing house – water institute?

GLOBAL RESEARCH ADVANCES

- We need an advisory council
- Expect better
- Management uses sciences poorly
- Parochial attitude toward scale of research local vs. national vs. global
- How existing programs e.g. Aquatic health, fish, etc, are integrated in proposal
- Presences and programs in south Florida
- Establish large instrument core facilities
- Research needs to be less locally focused
- Critical issues—human impacts, behavior modifications, human influences, management
- Human use, human use, human use—legislation policy
- Expertise in marine stock assessment
- Lack of local (departmental) focus in extension
- Peer review of every aspect of what we do
- Sciences not designed for management

- Poor links between science and management
- Linking funding issues
- Lack of donor support
- Lack of any real flexible funds
- Need strong theoretical understanding research
- Translating undersigning, our research so that managers and policy makers can use it “without more students needed”
- Translate faculty project activities into layman terms, marketing
- Benefits: put metrics on project benefits that can be understood by public
- Need to have diversity of approaches (i.e. don’t get on the band wagon only)
- Students don’t know what the faculty are up to
- Lack of mechanisms to promote interaction between faculty and department programs
- Need to get rid of closed door behavior
- Need strong theoretical underpinning of research
- Minimal communication between faculty, staff, and students
- Interactions with other UF departments

GOAL STATEMENT DEVELOPMENT- PLENARY DISCUSSION

Ms. Fleischer explained the next exercise; to draft goal statements and begin to develop Objectives. To begin, she asked participants to suggest goal statements for the three groupings of “innovative solutions”, “global research” and “competent graduates”. The member commented as follows:

Innovative solutions: Defining the issues and providing innovative solutions to existing and emerging issues in fisheries science.

1. Needs more detail for a goal
2. Goals should be more detailed with timeline, etc.
3. Working with stakeholders,

Global research: Become recognized as the global research leader in integrative fisheries science.

1. By 2010 recognized by the state, may need to be done as a step process

General comments to the concept of a Center for Excellence:

1. We want to become recognized as national leader in fisheries science
2. We want to be original
3. We want to be published in science
4. Is this center something with a finite time or a continuing entity?
 - a. Continuing but getting to a point within 5 years.
5. Reclining fish stocks; how to address this issue
6. Clear core item of sustainable fisheries
7. Need to clearly show a separation in the center from the department
8. This still needs support of department and university
9. How does the fisheries concept get separated from other issues
10. Innovative by putting more emphasis on modeling
11. How does this center get “sold” to the constituency?
12. We must think about selling it for it to be successful
13. we must have national objectives if we are recognized nationally
14. Look at federal funding
15. Re: the Center vs. The Department; many issues are Dept related; we should have a concentration of issues that only go to the Center

- a. Integrative with other disciplines for a more comprehensive and holistic solutions to the problems.

After recording the above comments, Ms. Fleischer directed participants to the definitions page (Exhibit F) for the definition of a “goal” and an “objective”.

Participants made the following general comments:

1. The center will be the “hook” for funding and recognition
2. Ultimate goal is that Florida will have more fish
3. We need to discuss our individual work and how it relates to the Center
4. Need a synopsis on how a Center for Excellence is established

DEVELOP OBJECTIVES- SMALL GROUP WORK/ RESULTS AND PLENARY DISCUSSION

Participants were broken into small groups for the development of Goal Statements and drafting of Objectives. Each small group addressed one of the three Goal Groups: Innovative Solutions, Competent Graduates and Global Research. The instructions were to change the Goal into an active statement and then begin to draft Objectives which would accomplish that Goal while resolving the issues stated (and others added during small group discussions). (See Small Group Instructions- Exhibit G).

At the conclusion of the time allotted to this exercise, each small group reported to the full group and participants’ reactions were recorded. The results of this stage of the work follow below:

INNOVATIVE SOLUTIONS

Goal Statement: To sustain and improve fisheries resources by providing practical and innovative solutions to current problems and emerging challenges

Short-term objectives:

1. Establish and implement a process to identify, better define and prioritize the issues to be addressed by the Center (Year 1)
2. Synthesize knowledge/information related to sustainable fisheries (Year 1)
3. Identify infrastructure, personnel and equipment needs essential for the operation of the Center (Year 1)
4. Identify research and extension personnel that will serve as core working group
5. As part of the effort to improve communication, convene a workshop to discuss and identify needs stakeholder groups (Year 1)
 - a. Outcome - identify one key stakeholder and develop a value proposition
 - b. Outcome - influence research, legislative, and policy objectives at state level (and eventually at national and global levels).

Participant reactions to Objectives report:

1. Define “innovative “
 - o Includes implementation as well as techniques
2. Centralized placed for information
3. How are we different; why are we different.

4. Who are the true stakeholders?
5. This process should be driven by stakeholders
6. We need constant communication with stakeholders

COMPETENT GRADUATES

Goal: Train students in integrated, sustainable fisheries science.

Objectives

1. Establish specialization in sustainable fisheries
 1. Curriculum (outside and inside review) that focuses on the process and skill sets necessary to manage sustainable fisheries (4-5 courses, timeline: 1 year)
 2. Publication expectations
2. Fill identified faculty voids
 - Hire new faculty
 - Eminent scholars
 - Visiting scientists
3. Create student opportunities
 - recruitment of new student
 - travel
 - casual learning opportunities.
 - assistantships (teaching and research)
 - internships (stakeholders etc.)
 - workshops
 - meetings
 - support for publications
 - key speaker seminars (named and invited speakers)
 - distance learning
4. Create Post doc positions
5. Provide facilities and resources necessary to achieve objectives 1-4 plus future objectives

Participant Reactions to Objectives Report:

1. did they identify faculty holes
2. curriculum review will show where holes exist
3. distance learning find out if there is a non-thesis distance masters
4. helping agency employees be creative with how they can do their course work
5. biologist using their data and then creating course work
6. what does UF do that others can not do
7. distance learning is a niche
8. longer range course and then a workshop framework

GLOBAL RESEARCH

Goal statement: Improving Florida fisheries science and management to a level of national and global prominence/significance .

OBJECTIVES:

- 1: Within five years establish and maintain the faculty infrastructure that facilitates an integrative scientific approach needed for sustainable fisheries and ecosystem management. (e.g. 2 or 3 faculty lines and increased exposure to prominent fisheries scientists)
- 2: Immediately begin define specific emerging issues in fisheries science that are applicable locally and globally. (3-5 workshops with stakeholders to define regional and national issues)
- 3: fostering communication between scientists, managers and the public

Participant Reactions to Objectives Report:

1. Did define what a fisheries would be
2. Importance of the definition of "Fisheries"
3. Deal with more policies "Fisheries"
4. How is this difference from the "Innovative"
5. Karl thought innovative is more interaction with Florida stakeholders
6. Florida is a microcosm global fisheries issues

ACTION STEPS- SMALL GROUP WORK/ RESULTS AND PLENARY DISCUSSION

Following the small group reports on Goal Statements and Objectives, the participants were once again broken into small groups. This exercise was for the purpose of developing Action Steps to meet the needs of each Objective. Ms. Fleischer gave each group instructions, a worksheet and post it notes (Exhibits **H and I**). The results of this small group work appears below.

COMPETENT GRADUATES

Objective: Establish Specialization/Create Curriculum by end of semester

Action Item	By whom	Target date
1. Identify (5-6) skills and knowledge needed by agencies	Karl Bill* Chuck Ed	
2. Identify what is already being taught in and outside of FAS		
3a Re-organizing established courses		
3b Enhance coursework in ecological methods quant. (spatial) statistics (etc.) modeling		Now
4. Have curriculum reviewed inside and out		
5. Establish specialization through university-present to review committee		

Objective: Fill Faculty voids within 2 years

Action Item	By whom	Target date
1. Identify faculty voids	Select faculty and stakeholder committee	Jan 1, 2007
2a. Investigate outside sources-(stakeholder potential for faculty position) eminent scholars		
2b. Establish cooperative agreements with key stakeholders to establish essential both temporary and permanent positions		
3. Develop a schedule of visiting scientists (Make FAS a popular sabbatical destination)		

Objective: Create student opportunities (1 year) next August, 2007.

Action Item	By whom	Target date
1. Establish assistantships/fellowships (application process and requirements)		
2a. Develop recruitment committee		
2b. Establish distance learning technology and criteria		
3. Work with stakeholders to establish internships		
4a. Establish travel fund and criteria		
4b. Establish a workshop committee-set aside funds		
4c. Schedule and set aside funds for key speakers		
5a. Develop casual learning programs (coffee hour)		
5b. Establish publication funds and workshops		

Objective: Create post-doc positions (1 year)

Action Item	By whom	Target date
1. Identify needs and funds		
2. Recruit and hire		

Objective: Provide facilities and resources: onsite facility 1-2 years; long term building 10 years.

Action Item	By whom	Target date
1. Identify facility needs/design		

2. Budget and funding (engineers, etc.)		
3. Implement contract and construction		

Participant comments after Small Group Report on Action Items:

1. Is there any current attempt to identify what faculty is needed
 - a. Not yet
2. The Department needs constantly updated professional looking website; hire a web master
3. As a graduate student, impressed by a good website to apply
4. Good website will attract graduate students

INNOVATIVE SOLUTIONS

Before beginning to develop Action Items, this group revised their previous work:

Goal Statement: To sustain and improve fisheries resources by providing practical and innovative solutions to current problems and emerging challenges

REVISED Objectives:

1. Identify center personnel, needs and assets
2. Establish and implement a process to identify, better define and prioritize the issues to be addressed by the Center (Year 1)

No-Longer Objectives, but rather action items....

3. Synthesize knowledge/information related to sustainable fisheries (Where are we now?)... this is now an action item
4. Identify research and extension personnel that will serve as core working group...this is now an action item
5. As part of the effort to improve communication, convene a workshop to discuss and identify needs stakeholder groups (Year 1)... this is now an action item

Outcome - identify one key stakeholder and develop a value proposition

Outcome - influence research, legislative, and policy objectives at state level (and eventually at national and global levels).

Objective: Identify center personnel, needs and assets

Action Item	By whom	Target date
1. Define core group of faculty	Chair	One week
2. Produce a draft document	Core Group	Most already exists
3. Internal workshop outlining duties/roles/etc.		

4. Identify core staff and resources to take forward to objectives		1 year
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Objective: Establish and implement a process to identify, better define and prioritize the issues to be addressed by the Center (Year 1)

Action Item	By whom	Target date
1. Define core group of faculty to work toward objective	Chair	1 week
2. Produce a draft value document of what a center will/can produce	Core Group	Most of it exists in Center outline
3. Initial stakeholder workshop to define issues and stakeholders		
4. Workshop with key stakeholders		
5. Redefine core based on stakeholder input.		
6. Synthesize knowledge information/white paper.		1 year

Participant comments after Small Group Report on Action Items:

1. Reorganizing objectives into two.
2. Good job identifying concrete objectives.

GLOBAL RESEARCH/ASPECTS

Before beginning to develop Action Items, this group revised their previous work:

Goal statement: Improving Florida fisheries science and management to a level of national and global prominence/significance

OBJECTIVE 2: Within five years establish and maintain the faculty infrastructure that facilitates an integrative scientific approach needed for sustainable fisheries and ecosystem management. (e.g. 2 or 3 faculty lines and increased exposure to prominent fisheries scientists).

Action Steps:

1. Hire faculty positions in 1) quantitative modeling, 2) fisheries spatial analyst, 3) epidemiologist, 4) human dimensions/socioeconomics. Some of these needs could be met with other faculty at UF. (5-7 years)
2. Three Post docs (short term 1-3 years) in weakness areas identified.

OBJECTIVE 1: Immediately begin to define specific emerging issues in fisheries science that are applicable locally and globally. (3-5 workshops with stakeholders to define regional and national issues)

Action Steps:

1. Sabbaticals (3-4 FAS Faculty) over next five years. 3-4 visiting scientists over the next five years. And short term visits for faculty and national conferences.
2. work with prominent faculty at others institutions for opportunities
3. Workshops for management tools for state and federal agencies (N=3 over next few years).

OBJECTIVE 3: fostering communication between scientists, managers and the public

Action Steps:

1. national and international experience
2. outreach and extension
3. exchange program between universities for faculty and students

Issues:

Over-harvesting of major fisheries

- Single spp
- Food web/ecosystem
- Genetic
- Economic/social
- Boundary issues/ allocation
- Spatial dynamics
- aquaculture

Loss/adaptation of habitat

- Spatial analysis/modeling
- Water quality/harmful algae (Ed)
- Habitat assessment
- Alteration (anthro and otherwise)

Policy

- Socio- research
- Ownership
- Economic trade offs

Define objectives to address issues:

Increase intellectual diversity of faculty, students and post docs

Increase expertise

Notes:

Quantitative fisheries skills needed

Diversity

- Improving Florida fisheries science and management to a level of national and global prominence

Objective: Defining emerging issues.

Action Item	By whom	Target date
1a. Finding current/emerging issues		
1a-1. Sabbaticals: encourage current faculty 2-3 in 5 years; bring in outside faculty;		
1a-2. Short term visits to		

other locations		
1a-3. Travel grants to international meetings		
1a-3a. meetings would increase exposure to emerging issues; before journal publications		
2a. addressing current issues		
2a-1. think-tanks to address conflicts within issues		
2a-1a. over exploitation; habitat? Vs. overfishing		
3a. Disseminating knowledge		
3a-1. workshops, management tools		

Objective: Integrative science

Action Item	By whom	Target date
1a. Define what sets our department apart; define "uniqueness" of the Department over others		
1a-1. freshwater; estuarine; marine; coastal and off shore		
2a. define potential faculty		
2a-1 fisheries spatial analyst; quantitative modeling		
2a-2. epidemiologist; socio economics (human dimension); global dynamics		
3a. other methods to increase collaborations		
3a-1. post doc positions to fill gaps		
3a-2 support staff		
3a-3. sabbatical		
4a. Incorporating other departments		
4a-1. bring (economics) Chuck Adams; Sherry, into Center		
4a-2. Genetics; chemistry; soil science		
4a-3. partner with state and federal agencies		
4a-4. incorporate global issues into current research programs		

Objective: Fostering communication

Action Item	By whom	Target date
1. national international networking		
1a-1. state/national/international conferences; organize international conferences		
1a-2. disseminate novel/stand approaches in workshops (annual basis)		
1a-3. international/national exchange program		
1a-4. provide funds; major conference every student once during time		
2a. education outreach center; on Florida issues		
2b. public outreach; increase popular support- through public interaction; grad students to schools		
3c. extension		

Participant comments after Small Group Report on Action Items:

1. Presentation at stakeholder meeting why they are important and what the Department can bring to them
2. Public outreach really important; need to get outreach at all levels; community, local, etc.
3. Graduate students visiting schools and doing programs.

DEBRIEF SESSION

Prior to Dr. Haven’s closing comments and having participants complete their meeting Evaluations, Ms. Fleischer asked for participant comments on the work of the day:

1. Next meeting: ½ day, 3rd meeting with faculty to wrap up and see if we have consensus and prioritization
2. We need to make it very clear to stakeholders that they are being asked to help develop the Center for Excellence not the Department in general
3. Must be very careful to define terms we use and be very clear what it means to us
4. Put a glossary in document so terms are clear
5. From the stakeholders: how and what

IDEA PARKING LOT

If you do a good job managing Florida fisheries, you will be recognized globally. Florida also represents global fisheries challenges in a microcosm; over exploitation, water allocation < > fish; habitat loss, T & E, People vs. Resource; direct (harvest); indirect (MFL, HAB)
